Problem Solving Disproportionality
Analysis Questions and Planning Document

	Questions	Action Steps
Data:	• What are the areas in which our LEA has documented disproportionality (ISS, OSS, Identification)? • Who enters the data into the data management system (Powerschool)? • How frequently is the data entered? • How does the LEA ensure consistency in interpretation of behavioral descriptions and application of disciplinary consequences across administrators? • How does the LEA ensure consistency in data entry practices? • Who monitors the suspension, expulsion, homebound, and alternative placement data? • How often is the disproportionality data reviewed by district leadership? • Is your team able to access accurate data summaries of relevant disciplinary data to support the development of an action plan to address disproportionality?	• Identify the main problem(s): (You will need access to your data) • What materials or information is needed?
Policy:	• Does this LEA have any local policies or procedures that might be contributing to increased numbers of OSS/ISS?(For example, omission of certain categories of behavioral offenses in the policy, such as "disruptive behavior.") • Are district and school policies (for all schools contributing to disproportionality) clear and consistent (ex. Use the same language for describing behaviors,have clear definitions, examples, and consequences)? • Does the data indicate that the use of homebound, alternative placements, alternative settings, or alternatives to suspension is contributing to the disproportionality? • How do policies outline expectations for addressing repeat offenses? • What is the process for ensuring that all schools contributing to disproportionality are addressing this issue in their School Improvement Plan? • What is the process for providing training and support to administrators at the schools contributing to disproportionality regarding the policies and best practices for disciplining students with disabilities? • Are the policies regarding student identification and eligibility being implemented with fidelity?	

Practices:	Analyze Systems to Support Behavior ● What is the process for ensuring that all schools that are contributing to disproportionality are implementing a positive, proactive continuum of supports (such as PBIS)? ● What is the process for ensuring that effective classroom management strategies are being implemented in all classrooms in the schools contributing to disproportionality? ● What is the process for providing consistent training and support to staff members regarding effective systems to support behavior? ● Have the schools contributing to disproportionality developed alternatives to suspension? ● Do students with disabilities receive them at the same rate as non-disabled peers? ● What is the process for ensuring that FBA/BIP plans are developed with quality? ● What is the process for ensuring that FBA/BIP plans are implemented with integrity? ● What is the process for ensuring that manifestation determination procedures are conducted with fidelity for Exceptional Children when required? ● What is the LEA process or procedure for responding when systems to support behavior are not being implemented with fidelity or are not producing desired outcomes? ● What are our practices regarding student eligibility?	
Beliefs:	● What do our administrators believe about equity? ● How comfortable are our administrators in discussing equity? ● What does our staff believe about equity? ● Do we have data to support our thoughts about what our staff believes? ● Once we have an understanding of our staff beliefs,what will be our next action steps?	
Relationships:	● What are our relationships with students in our schools? ● What are the relationships between staff and families? ● What proactive action steps does our school/district take to ensure that student relationships with staff is important?	